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vidual and family histories, quotations from which are generously interpolated throughout the text.

One third of the women forced to work outside the home were widows, but an even larger number (44.1 per cent) had husbands more or less regularly at work; and those with permanently idle husbands not incapacitated were also an important factor. The heaviest burdens were often borne by women whose husbands were living at home but were incapacitated for work through illness or accident. Work by the day at all kinds of household tasks, cleaning office buildings and theatres, and janitress and laundry work are the occupations which, in the order named, claimed the largest numbers of the women studied. In combination with heavy burdens at home all these occupations presented problems of bad working conditions with long hours and low wages. More than one half of the women earned less than six dollars a week. Scrub-women in department stores, who work eight or nine hours a day, make only a dollar a week more than office cleaners, who work only five or six hours a day; but the need of the extra dollar is so great in some households that women are forced to give the longer hours to secure it.

The difficult matter of annual incomes is fearlessly attacked by the writer and estimates are made from the statements of the mothers. By this method it was found that "in families where the mother alone was at work, her average earnings were 88 per cent of the average family income." The mother's earnings were lowest where the family income was highest. Perhaps the temptation to use statistical analysis is carried to the boundary for legitimate generalizations on so small a numerical basis. The numerous tables are, however, clear and well designed, and thirty illustrations contribute to the interest of the survey as a whole. The graphic portrayal of a community's needs is already awakening interest in a long neglected section of New York.

AMY HEWES.

Mount Holyoke College.

Working Girls in Evening Schools. A Statistical Study. By MARY VAN KLEECK. (New York: Survey Associates, Inc. 1914. Pp. xi, 252. \$1.50.)

Whatever may have been the motive of the investigation, the real interest for the majority of the readers of this book will prob-

ably lie in the vivid picture of the evening schools and their problems. For here are presented, in a very realistic way, some of the most complex and least solved problems in present-day education—the fundamental difficulties underlying an effective system of continuation schooling for busy workers of all nationalities and stages of maturity and education, handicapped by varying degrees of physical and mental weariness.

The investigation was extensive in method, covering 48 high, trade, and elementary evening schools, including all but five evening schools in Manhattan, the Bronx, and Brooklyn. Through coöperation with principals and teachers, a valuable collection of statistics concerning 13,141 girls, 84 per cent of the average attendance, has been secured and presented in detailed tables in an appendix of 25 pages. These statistics and the accompanying discussion show the great diversity of daily occupations, the strain of the long working day, the immaturity of the majority of the pupils (three fourths were under 21 years of age), and the great variation in educational background, on which the school must build. How and to what extent the evening school may supplement the several hundred daily occupations, as the commercial high schools have long done for the clerical occupations and as the Manhattan Trade School is beginning to do for the sewing trades, is the problem put before the educator.

The solution depends on the desire and physical capacity of the young worker to continue at night the work carried on during the long working day in the industries. The experience of Massachusetts in her system of state-aided evening schools is suggestive. The references to this system are a bit misleading for there are two types for women. That described and operating under the law of 1911 offers "trade extension" courses "dealing with the subject matter of the day employment." But one, the Boston Evening Trade School, operates under this law, which with liberal interpretation, enrolled in 1913-1914, only 172 women, 72.1 per cent of whom were over 25 years of age. The predominant type offering "practical arts" courses and enrolling 5740 women (48 per cent over 25 years old) operates under the law of 1912 and is open to all women over 17 years employed in any capacity during the day. In the Worcester Evening Trade School, which is extremely well organized on trade standards, only 17.5 per cent of the 704 women enrolled (1914-1915) were employed in related occupations.

and 51 per cent were over 25 years of age. The types attending illustrate the difficulties of attracting young industrial workers for supplementary evening trade training, either because they have not recognized the benefit of it, or because they are too tired or are unwilling to spend their evenings in trade atmosphere.

MAY ALLINSON.

Historical Essays on Apprenticeship and Vocational Education.

By JONATHAN FRENCH SCOTT. (Ann Arbor, Michigan: Ann Arbor Press. 1914. Pp. 96.)

The contents of this pamphlet are: a brief monograph on the development of English apprenticeship from its beginnings to the Statute of Artificers in the reign of Queen Elizabeth, together with some comments on the enforcement of the statute; an essay on Apprenticeship as Education; another on The Decline of the English Apprenticeship System; a third entitled Economic Reasons for Vocational Education in America—all three essays being reprints from pedagogic journals.

Dr. Scott makes a genuine contribution to scholarship in proving that in the beginning the apprenticeship system "was only one of several ways of obtaining the freedom of the craft or of the municipality." Patrimony and redemption, the two other ways, were in continual use for a long time and were only gradually abolished. The rest of the monograph is largely taken up with a discussion of the Statute of Artificers. This important legislative landmark in economic history is lucidly analyzed: but some exception might be taken to the discussion of the economic conditions which gave rise to its enactment, particularly the statement that "Generally speaking, the government during the sixteenth century was distinctly disposed to protect the peasantry against the agrarian changes which were taking place."

The three essays which are included with this monograph are of unequal merit. Apprenticeship as Education is but a restatement of certain widely known facts about the guild system, together with a somewhat captious criticism of Sombart anent the relative ability of artisan and artist. The second essay, on the other hand, is well done. The efforts of the government to bolster up the apprenticeship system are shown "by a law passed near the end of the sixteenth century compelling persons, whether they liked it or no, to receive apprentices assigned and bound out to them by the par-